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| **Construct Measured Score** | **Point 4 Score** | **Point 3 Score** | **Point 2 Score** | **Point 1 Score** | **Point 0** |
| **Reading**  **Comprehension of Key Ideas and**  **Details** | The response  provides an accurate analysis of what the text says explicitly  and inferentially and cites convincing  textual evidence to support the analysis, showing full comprehension of  complex ideas  expressed in the  text(s). | The response  provides an accurate analysis of what the text says explicitly and  inferentially and cites textual evidence to  support the analysis, showing extensive  comprehension of  ideas expressed in the text(s). | The response provides a mostly accurate analysis of what the text says explicitly or  inferentially and cited textual evidence, shows a basic comprehension of  ideas expressed in the text(s). | The response provides a  minimally accurate  analysis of what the text says and cited textual evidence, shows limited comprehension of  ideas expressed in the text(s). | The student response  provides an  inaccurate analysis or  no analysis of the  text, showing little to no comprehension of  ideas expressed in the text(s). |
| **Writing**  **Written Expression**  Development of Ideas | The student response  addresses the prompt  and provides  effective and  comprehensive  development of the  claim, topic and/or  narrative elements1  by using clear and  convincing reasoning,  details, text-based  evidence, and/or  description; the  development is  consistently  appropriate to the  task, purpose, and  audience. | The student response  addresses the prompt  and provides effective  development of the  claim, topic and/or  narrative elements1 by  using clear reasoning,  details, text-based  evidence, and/or  description; the  development is largely  appropriate to the task,  purpose, and  audience. | The student  response addresses  the prompt and  provides some  development of the  claim, topic and/or  narrative elements1  by using some  reasoning, details,  text-based evidence,  and/or description;  the development is  somewhat  appropriate to the  task, purpose, and  audience. | The student  response addresses  the prompt and  develops the claim,  topic and/or narrative  elements1 minimally  by using limited  reasoning, details,  text-based evidence  and/or description;  the development is  limited in its  appropriateness to  the task, purpose,  and/or audience. | The student response  is underdeveloped  and therefore  inappropriate to the  task, purpose, and/or  audience. |
| **Writing**  **Written Expression**  Organization | The student response  demonstrates  purposeful  coherence, clarity,  and cohesion2 and  includes a strong  introduction,  conclusion, and a  logical, well-executed  progression of ideas,  making it easy to  follow the writer’s  progression of ideas. | The student response  demonstrates a great  deal of coherence,  clarity, and cohesion2,  and includes an  introduction,  conclusion, and a  logical progression of  ideas, making it fairly  easy to follow the  writer’s progression of  ideas. | The student  response  demonstrates some  coherence, clarity,  and/or cohesion2,  and includes an  introduction,  conclusion, and  logically grouped  ideas, making the  writer’s progression  of ideas usually  discernible but not  obvious. | The student  response  demonstrates limited  coherence, clarity,  and/or cohesion2,  making the writer’s  progression of ideas  somewhat unclear. | The student response  demonstrates a lack  of coherence, clarity  and cohesion.2 |
| **Writing**  **Written Expression**  Clarity of Language | The student response  establishes and  maintains an effective  style, while attending  to the norms and  conventions of the  discipline. The  response uses  precise language  consistently,  including descriptive  words and phrases,  sensory details,  linking and  transitional words,  words to indicate  tone3, and/or domainspecific  vocabulary. | The student response  establishes and  maintains an effective  style, while attending to  the norms and  conventions of the  discipline. The  response uses mostly  precise language,  including descriptive  words and phrases,  sensory details, linking  and transitional words,  words to indicate tone3,  and/or domain-specific  vocabulary. | The student  response establishes  and maintains a  mostly effective style,  while attending to the  norms and  conventions of the  discipline. The  response uses some  precise language,  including descriptive  words and phrases,  sensory details,  linking and  transitional words,  words to indicate  tone3 and/or domain specific  vocabulary. | The student  response has a style  that has limited  effectiveness, with  limited awareness of  the norms of the  discipline. The  response includes  limited descriptions,  sensory details,  linking or transitional  words, words to  indicate tone3, or  domain-specific  vocabulary. | The student response  has an inappropriate  style. The student  writing shows little to  no awareness of the  norms of the  discipline. The  response includes  little to no precise  language. |
| **Writing**  **Knowledge of**  **Language and**  **Conventions** | The student response  demonstrates  command of the  conventions of  standard English  consistent with  effectively edited  writing. Though there  may be a few minor  errors in grammar  and usage, meaning  is clear throughout  the response. | The student response  demonstrates  command of the  conventions of  standard English  consistent with edited  writing. There may be  a few distracting errors  in grammar and usage,  but meaning is clear. | The student  response  demonstrates  inconsistent  command of the  conventions of  standard English.  There are a few  patterns of errors in  grammar and usage  that may occasionally  impede  understanding. | The student  response  demonstrates limited  command of the  conventions of  standard English.  There are multiple  errors in grammar  and usage  demonstrating  minimal control over  language. There are  multiple distracting  errors in grammar  and usage that  sometimes impede  understanding. | The student response  demonstrates little to  no command of the  conventions of  standard English.  There are frequent  and varied errors in  grammar and usage,  demonstrating little or  no control over  language. There are  frequent distracting  errors in grammar  and usage that often  impede  understanding. |

**BHS SENIOR SEMINAR RUBRIC**